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The objectives of the Child Development Center programs are to help disadvantaged preschool children learn to work and play independently, to relate well to other children, to develop self-identity, to realize opportunities to strive and to succeed, to broaden language skills, to be curious, to strengthen physical skills, to develop creativity, and to channel destructive impulses constructively. Developmental problems with disadvantaged children are often caused by lack of home stimulation and motivation.

Suggestions are given for the organization of space and equipment. They consider places for quiet times, areas for active physical work, large and small areas, and open and contained areas. The curriculum deals not only with the subject matter to be taught, but also with the methods to be used and the flexibility to be encouraged. Teachers are advised to teach on the child's level, to be sensitive to children's immediate interests rather than to adhere strictly to a preconceived pattern, and to recognize the importance of carefully chosen and sturdy materials. Children are stimulated much more by abstract toys than by those that resemble too closely a specific object. The importance of proper scheduling is stressed. Sample schedules contain alternate periods of work and play, quiet group activities, and outdoor play. Effective teaching methods are given for the development of language skills, curiosity, a positive self-image, and discipline. Staff professionalism can be developed through keeping records about the children and using these for evaluation purposes, and by having staff meetings and workshops in which teaching techniques and problems are discussed.

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Daily program I

For a Child Development Center

Office of Economic Opportunity, Washington, D.C.

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MAGAZINES

Childhood Education. Association for Childhood Education International, Washington, D. C. 20016. Published nine times a year, September-May.

Young Children. National Association for the Education of Young Children. New York, N.Y. 10010. Published six times a year.

OTHER RESOURCES

The following organizations publish many pamphlets on programs for young children and the growth and development of children:

Association for Childhood Education International
3615 Wisconsin Avenue, N.W.
Washington, D. C. 20016
Bank Street College of Education
69 Bank Street
New York, New York 10014
Child Study Association of America
9 East 89 Street
New York, New York 10028
National Association for the Education of Young Children
104 East 25 Street
New York, New York 10010

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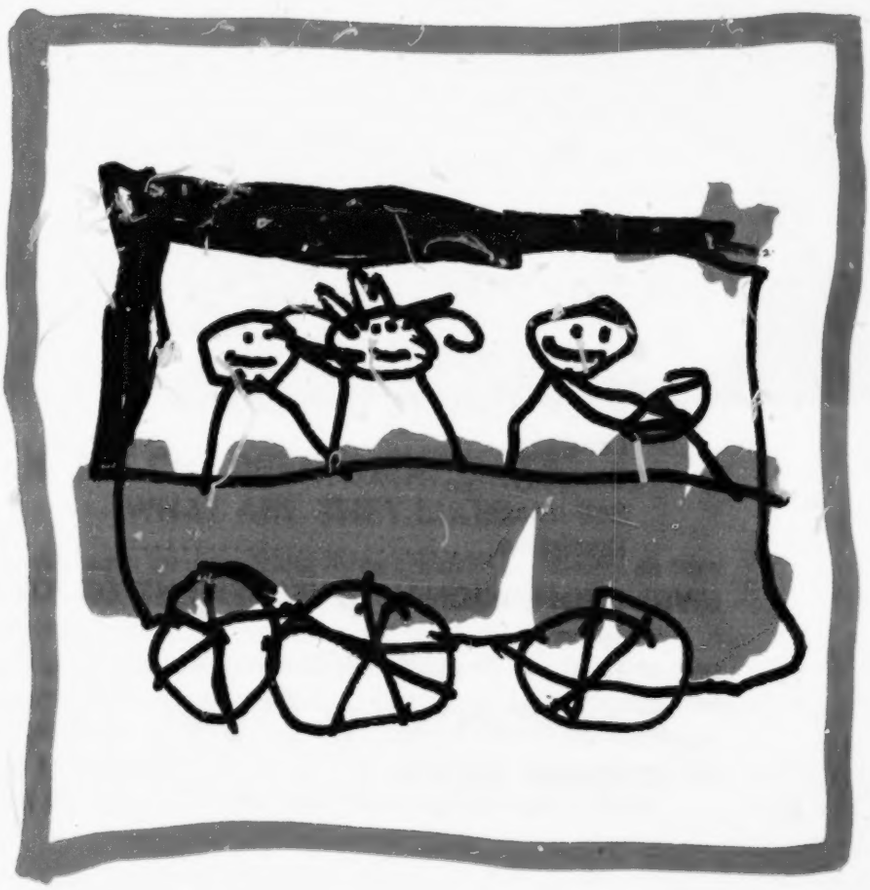
THE CHILD DEVELOPMENT CENTER

The Child Development Center is both a concept and a community facility. In concept it represents the drawing together of all those resources—family, community and professional—which can contribute to the child's total development. It draws heavily on the professional skills of persons in nutrition, health, education, psychology, social work, and recreation. It recognizes both paid and volunteer non-professionals can make important contributions. Finally the concept emphasizes the family is fundamental to the child's development. Parents should play an important role in developing policies; will work in the Centers and participate in the programs.

As a community facility the Child Development Center is organized around its classroom and outdoor play areas. Ideally it should also provide a program for health services, parent interviews and counseling, feeding of the children, and meetings of parents and other residents of the community. The space is arranged so as to permit working in small groups or individually with the children. Where some activities are performed at other locations, the staff should function as an integral part of the Center.



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I INTRODUCTION

Center Staff will want to design their program of daily activities in a way which is appropriate for their children. This pamphlet and its companion, "Thoughts on the Daily Program for a Child Development Center—Part II" present varying points of view on concepts and practices for the program. We hope that you will select from them those ideas which are valuable for your particular program.

II THE CHILDREN THEMSELVES— WHAT ARE THEY LIKE?

We will begin by describing three children of poverty as they were observed during home visits and as they appeared in Child Development Centers.

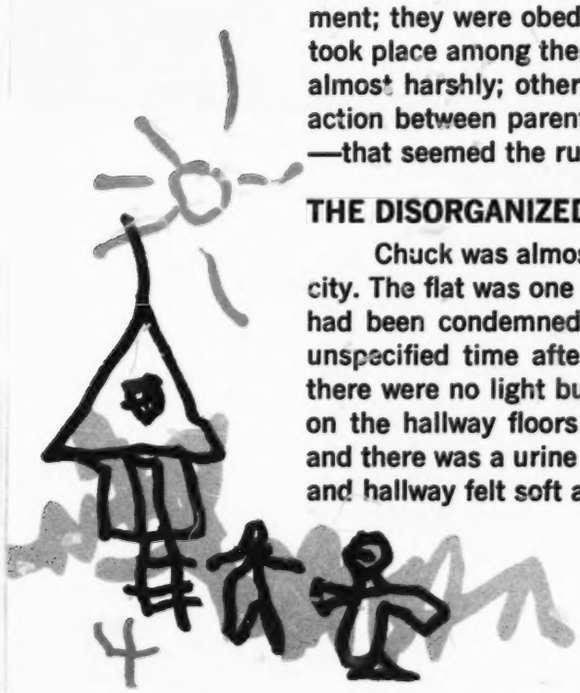
Before a child starts school, the objects in his home and relationships with family members constitute, by and large, the furnishings of his whole world. They mold most of his life experience up to that point. A visit to his home and community gives us insight into his past development and his present needs.

THE QUIET GIRL

Shirley was a little 4-year-old girl who lived in the inner city, in a three-bedroom public housing apartment. She was the youngest of six children; the oldest was 14. Her father had two high-school years of education and was employed as a truck driver for a construction company. Her mother was a high school graduate and did not work outside of the home, although she thought she might seek domestic work when Shirley started elementary school. Family income: very low, although fairly steady.

Each bedroom was filled with beds and bureaus to accommodate the eight people in the family. The rooms were neat and clean. The living room contained a sofa, coffee table, TV, and two chairs. There was one framed print hanging on the wall. There were no magazines; the only book was a Bible. There was no record-player. There was no dining room in the apartment, but the kitchen contained an eating area. A porcelain-topped table seated four; therefore, the family ate in shifts, the older children eating with their parents followed by the four younger children. The food was well chosen and prepared; it seemed plentiful, although heavy on carbohydrates.

A shelf in the kitchen contained a few inexpensive paperbound children's books, some paper and crayons, a pair of small scissors, an assortment of marbles, jacks and ball, and a tiny 10-cent-store doll. The children were allowed to play quietly in the living room with these toys which then had to be replaced before supper. The TV set was turned on most of the day and every evening, according to the mother. The older children studied at the kitchen table after supper; the younger ones were put to bed after baths. Every child was required to discharge household duties. The children were ordered to be quiet in the apartment; they were obedient, and at table, little or no conversation took place among them. The parents laid down rules of conduct, almost harshly; otherwise there was practically no verbal interaction between parents and children. To be seen and not heard —that seemed the rule in this home.



THE DISORGANIZED BOY

Chuck was almost 5 years old. He lived in a flat in the inner city. The flat was one of six in an ancient wooden dwelling which had been condemned. His family was to be relocated at some unspecified time after this home visit. The building was cold; there were no light bulbs in the hallway light fixture. Refuse lay on the hallway floors and steps. The refuse smelled offensive, and there was a urine odor in the building. The floor of the steps and hallway felt soft and rotten underfoot. Chuck's flat included

a tiny living room, kitchen, and two bedrooms; there was no bathroom. In this space lived Chuck's mother and ten children. A common bathroom down the hall served six families. Chuck's mother was on welfare.

There were two double mattresses on planks and two cots in the bedrooms. Blankets seemed thin and insufficient for the weather. Dirty clothing lay strewn about the bedrooms. The living room contained a couch, table, and TV which was broken. There were no toys or books or pictures or chairs anywhere in the flat. The floor was splintered; walls needed re-plastering and painting. The refrigerator stood practically empty. There was no telephone.

There had been no solution as yet about where this family would be relocated; it would be difficult because the mother was unmarried and because of the number of children. Almost certainly, Chuck's older brothers and sisters would be shifted to another school district at the time of the next move.

Chuck's mother was somewhat intoxicated at the time of this home visit; she spoke with adequate vocabulary and her manner with her visitors was uneasy and diffident. With her children (many of whom were school-age but unaccountably lounging around the flat on a school day) her manner was aggressive. She screamed orders at them, told them to get out of the house and let her alone, and she hit Chuck when he insisted on talking with the visiting teacher.

There were no lights on in this dingy flat, and there was nothing for the children to do there. It was cold and dark.

THE WITHDRAWN BOY

Tom, a 4-year-old, lived in an old two-story frame house located in an agricultural community some miles outside of a middle-size city. No public transportation extended to this part of the county. For most families like Tom's, the only water supply available was a nearby stream. Some families had dug their own wells; others hauled their daily water supply in pails. There was no indoor plumbing and often no electric light. In spite of beautiful fields and open spaces and trees, the housing itself was substandard in every way. Usually, several generations lived together in extremely crowded, unsanitary, and impoverished conditions.

Tom lived with an old, crippled, and partially blind grandmother who cared for him and his six brothers and sisters. The mother's and father's whereabouts were uncertain most of the time. Sometimes Tom's mother joined grandmother and children; other times she was away for varying periods of time. There was no parental pattern of family life in this house; there were only many children and a grandmother who, though handicapped, was left in charge.

The house itself had many broken windows, mended with paper. Part of the front door was missing. The living room furniture consisted of a broken couch, one chair, and a linoleum floor-covering. When summer ended, the family took to the kitchen with its wood stove. This family had no telephone, no running water, no indoor toilets, no books, no pictures, no magazines, no toys.

Outside, the yard was littered with tires, broken car parts, and rubbish. Two starved-looking dogs lived with the family. Tom spent much time out of doors with the other children or alone. He was never supervised and he explored his surroundings widely.

Tom's brothers and sisters had problems in school; two had been placed in special classes.

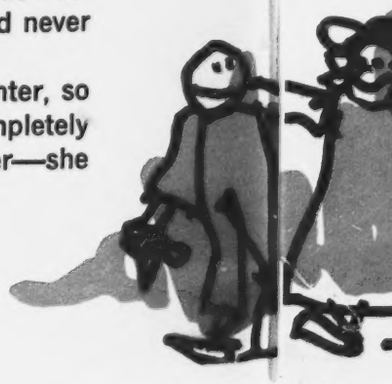
HOW THEY SEEM AT SCHOOL

From the brief synopses of these home visits—made by teachers and neighborhood workers from Child Development Centers in impoverished areas—you might well surmise how Shirley, Chuck, and Tom are getting along in their Center classes.

Six weeks after starting at the Center, Chuck is still a violent, angry, frightened child who has a great deal of trouble. At the beginning he didn't comprehend what teachers and schools were about; he had never seen toys before and hadn't the faintest notion of how to use them in play; he competed for the teacher's attention and for the toys in an aggressive and totally self-centered way. At first, too, he did not know what story time was and seemed completely disinterested in it. Now, he calms down and gets involved with stories or pet care or puzzles when the teacher or another adult can devote full time to him. During these moments, his body relaxes, he listens and talks, remembers what she has told him on other days, asks for books he has come to like. When Chuck arrives at school in the morning, he races around the room unless directed into activity by an adult. He likes to push trucks around, making a lot of noise and running into things and people. He will work with puzzles, peg boards, or at pasting or a Lotto game, however, when invited and helped by his teacher. When a school day is over for Chuck and he must put on his jacket and go home, he cries pitifully.

Unlike Shirley (who has always been taken regularly to a well-child clinic downtown), Chuck's records disclose that until he entered the Center he had not seen a doctor and had never received a vaccination or any immunization.

Shirley has been a model of quiet virtue at the Center, so much so that the teacher has worried about her. Completely mute in school during beginning days, now—a month later—she



talks a little. She appears shy, passive, lacking in confidence, hesitant in all large movements, as on climbing equipment, but quite skillful with her hands. She sits silently at story time; her face is inscrutable, so that it is hard to discern whether or not she is following the story or has questions about it. Her eyes follow the teacher around, but thus far she speaks to her seldom and only in a subdued voice. She does talk more freely to her playmates, mostly in the housekeeping corner; her vocabulary seems to be expanding.

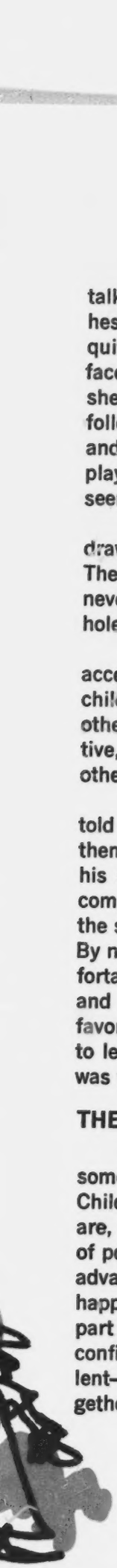
When Tom first came to school, he was silent and withdrawn. He never spoke, and he shied away from physical contact. The expression on his face was sullen, intense, and guarded. He never smiled. He was poorly dressed during the first weeks, with holes in his trousers and no shoe laces.

After his first month in the Center, Tom began slowly to accept routines, coming hesitantly to the edge of the group of children at story time and building block structures with one other little boy. Although he was often angry or uncommunicative, he was allowing himself to handle the toys and to sit with other children for snack time and singing.

Gradually, in the second month, Tom's face and actions told his teachers that he had come to like them and depend upon them. He looked to them often for praise and quickly reported his successes to them. He now played with all the materials, completed handwork projects, volunteered to do tasks around the school room, conversed a great deal with the other children. By now he had a new pair of shoes, a warm coat, and more comfortable indoor clothes. He still hit out at other children often, and he withdrew when new adults entered his classroom. His favorite school activity was listening to stories. He never wanted to leave school; he often cried and struck out in anger when it was time to go home.

THEY ARE ALL DIFFERENT

Chuck, Shirley, and Tom have been chosen as examples of some of the more seriously disadvantaged children with whom Child Development Center teachers and aides will work. There are, however, as many different kinds of children in a classroom of poor children as there are children in attendance. Not all disadvantaged pre-schoolers are either shy or aggressive or unhappy. The spectrum of behavior is as wide in an impoverished part of town as it is in any other part; children are bright, dull, confident, frightened, friendly, withdrawn, curious, talkative, silent—or any combination of these. To try to lump them all together in a few categories would be unfair and inaccurate.



III AIMS AND EXPECTATIONS

EDUCATIONAL GOALS FOR ALL CHILDREN

Because these children have the same needs and the same range of personalities as all children, a Child Development Center should have the same aims for their pre-school experience in the Center as it would for children in any school anywhere. The statement of aims might read as follows: To help children—

learn to work and play independently, at ease about being away from home, and able to accept help and direction from adults;

learn to live effectively with other children, and to value one's own rights and the rights of others;

develop self-identity and a view of themselves as having competence and worth;

realize many opportunities to strive and to succeed—physically, intellectually and socially;

sharpen and widen language skills, both listening and speaking;

be curious — that is, to wonder, to seek answers to questions;

strengthen physical skills, using large and small muscles;

grow in ability to express inner, creative impulses—dancing, making up songs, painting, handicrafts etc.;

grow in ability to channel inner, destructive impulses—to turn aggression into hard work, talk instead of hit, understand the difference between feeling angry and acting angry, feel sympathy for the troubles of others.

SOME CHARACTERISTICS OF DISADVANTAGED CHILDREN

There can be no doubt, however, that an environment meager in stimulation, and often damaging in terms of emotional well-being, can slow or twist a child's development. People working with disadvantaged children would do well to remember the following generalizations for which there is growing evidence:

they tend to do poorly in language; they have small vocabularies and often seem unable to speak up and out;

they sometimes don't know the names of things, or even that things have names,

they may not have experienced any environment other than their own house or apartment;

they may appear to feel uncertain of who they are, what they look like, how they fit into their world;

they often seem to be lacking in curiosity;

they often have never before seen or worked with pencils, paper, crayons, scissors, puzzles, blocks, or books; and frequently they do not know how to use them in play;

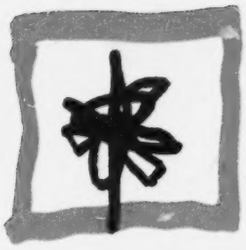
they often have difficulty with authority figures, so that having to do what the teacher expects, and class discipline requires, seems at first incomprehensible to them;

they tend not to respond to the teacher until she proves herself trustworthy and sympathetic, and becomes the focal point for their school activities.

But as these generalizations are listed, one immediately thinks of the hundred and one exceptions to them: one remembers the serene and secure children of the poor, the articulate ones, the skillful and competent ones, the loving and generous ones, the knowledgeable and creative ones. So it is that a teacher must "tune in" to each child in the Center, just as in any school in any part of town, to know how to plan for them.

IV ORGANIZATION OF SPACE AND EQUIPMENT

Those charged with the task of setting up a Center may want to visualize first just what that Center should look like. Rooms will be needed for medical examination, parent-teacher conferences, staff meetings, and perhaps baby sitting for younger children when mothers come for conferences or to participate in parent-education activities, in addition to the space needed for the educational programs of the enrolled children. Fire and health department rulings must be met.



As we study room arrangements in our finest kindergartens, nursery schools, clinics, and day care centers across the United States, we see an overall similarity in those rooms which implies that the people most experienced in education of young children are in general agreement about what activity-spaces or components should be included in a room or rooms to provide a positive learning environment. Needed are places for quiet times; areas for active physical work; large sections and small; open spaces and more contained ones. The arrangement of space will depend, of course, on the number of children and their backgrounds, the amount of time they spend at the Center, the day-to-day schedules, the physical relationship of the indoor space to an outdoor playground, and the layout of the building itself.

Let us look at the basic components of the indoor space and consider some of the uses of each area.

Block building area—large and expandable; room enough for as many as eight children to build roads, rivers, bridges, tall buildings, farms; free enough for some buildings to remain in place overnight. It can be used for music, dancing, games and floor painting when the blocks are in the shelves. But, the area should be clearly established as the place where the children may build block structures.

Library corner—ideally, a cozy, quiet place where children look at books, listen to stories, participate in discussions or word and number games, listen to tapes, view slides and films. A rug on the floor of this area often serves to bring groups of children together to listen to a story. A low table with chairs may be included. It is a place, also, where children may play imaginative games such as school teacher. It can become an extra block building location or it can be used for a variety of other activities when needed.

Dramatic play area—should contain household equipment and materials and also might have office equipment, mechanical materials, clocks, radios and television sets to be taken apart, the choices depending on the interest of the children. Extra absorbent material covering the floor where the children use water is helpful.

Table work area—providing tables and seating for 15 children and 4 adults. Close at hand are art supplies, games, manipulative materials, felt and sandpaper, letters and numbers, clay, paper, crayons, scissors, science equipment (such as magnets, magnifying glasses, dry-cell batteries), record players and records (requiring its own table or shelf space). Snacks and meals are usually eaten here, and many of the discussions with the teacher take place around the tables.

Painting and woodworking area—a place for easels, remov-

able woodworking benches, low sawhorses, art supplies and lumber scraps, tools. A piece of congoleum or plastic on the floor will permit easy clean-up. (The same type of floor covering should be used in the parts of the room used for painting and pet cages.) Paints and brushes need to be stored in closed containers near the easels and a shelf or table for drying clay is required.

Children's clothing area—small wooden crates (stood on end and supplied with a shelf and hooks) make efficient storage units for children's outdoor clothing. For lack of such units, many Centers have used a group of folding chairs, one for each child, lined up against the wall near the door; others have simply placed hooks along a wall, far enough apart from each other to make dressing comfortable for the children. The chairs, wooden units, or hooks must be clearly marked with each child's name. If school operates both morning and afternoon, an interchangeable set of name cards takes care of identification. Many teachers like to keep extra clothing for some or all children in baskets or boxes stored in a closet.

Not indicated as work areas in space arrangement are:

1. Storage space for use by the teacher and aides—lockable closets and cabinets for storing first-aid kits, extra books and puzzles, phonograph records, tapes, and files containing records about the children and their families.

2. Space for portable gym equipment—for bad weather days and other special times. A wooden rocky-boat, for example, has proved itself most adaptable for large muscle play as well as for the "invitation" it gives to children to talk and sing together. Children love it and benefit from it, starting from the very first days of school. For the sake of safety, it should seat only four. There are other pieces of equipment such as balancing boards, saw horses, large wooden crates, slides which can be used in the room at the same time. One or two gym mats are highly desirable.

3. Outdoor space. When we turn to the outdoor play space, local conditions will determine many decisions. Some Centers will be located where plenty of outdoor play space, with trees, hills, water, rocks and dirt for digging is available. Other Centers will have only a concrete playground close at hand. If the latter is protected against vandalism, an effective play space can be developed. Where the equipment must be stored each night within the main building or within an equipment shed constructed for that purpose, the number of pieces of equipment may have to be more limited.

In any case, the children of a Center need an outdoor space which affords opportunity for such activities as running, for building with large boxes and planks, for climbing and balancing, for digging in sand or dirt, for riding tricycles and pulling loads

in wagons. Particularly for the summer, careful planning of the outdoor space is important because more of the program may be located there than during the winter. If weather and organization of space permit, many of the activities of the library area and the table work area may be held outdoors.

For hot summer days, a sprinkler or some other form of spurting water is a boon. A place for planting quick-growing flowers and vegetables is also desirable.

V CURRICULUM

The curriculum of a Center is made up of all the experiences which the Center makes possible for its children. There are many things to work with which stimulate exploration, creation, organization, questioning, verbalization, mastery, physical skills; there are adults and older boys and girls who protect, provide, give affection, restrain, encourage, and constantly, by words and action, open up new vistas to children about the world of things and people; there are peers to talk with, to play and work with, to learn from; there are music and rhythms and time for fantasy and dreaming.

YOU TEACH WHAT YOU KNOW

Curriculum for teachers of four- and five-year-olds is harder to pin down in words than for elementary school teachers, where subjects, such as arithmetic or spelling, are understood. For pre-primary children, curriculum is harder to describe and really quite different to teach from academic subject matter. You teach everything you know and are, and everything children want to know about and are becoming, and you teach it in little children's terms. You bring what you know and are to the group as a whole and to each individual child. You teach matters like:

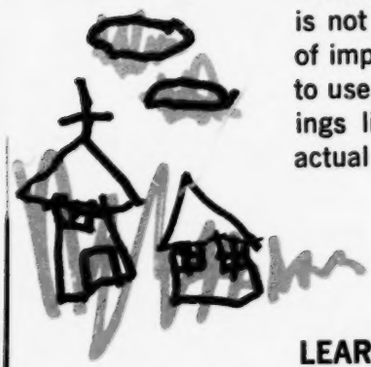
self-discipline
sensory-motor discrimination
social skills
ethics
gym
art
nutrition
literature
science
mathematics
linguistics
geography
economics

although you may never use those terms.

YOU START FROM WHERE THEY ARE

You teach on the level of the young child—always starting with his questions, his thoughts, his glances, his emotions. You teach the children in the straight-forward and humorous language of the 4-year-old, and in orderly and grown-up words 5-year-olds are competent to employ. To teach in the overly-sweet or silly-simple terms that some adults use with small children, or to hammer away at concepts beyond their comprehension—both of these approaches will miss the mark, although they are sincere and although they look strong on paper. Rather, look hard at young children around you—to remind yourself what 4- and 5-year-old children are actually like, and then "start from where they are." It is well to recall that "child's work is play" since at this age valuable learning and developmental experiences come through play.

With knowledge of general developmental steps, you won't waste time trying to make a 4-year-old behave like a kindergarten child, or expect a child from an impoverished background to slip with ease into school life. Although most Head Start children will be between 4 and 6, we must face the fact that chronological age is not a reliable clue in planning for these children. Five years of impoverished life may cause a large and well-coordinated boy to use the vocabulary of a 3-year-old, or he may act out his feelings like a 2- to 4-year-old while he is catching up with his actual age, in school.



LEARNING THROUGH LIVING GOES ON ALL THE TIME

We must remember that the most carefully outlined curriculum cannot predict how the teacher's unique interests and personality will enrich the sessions, nor what these children will seek to know and need to have answered.

We know that local weather and news items may fit into the curriculum, but the curriculum plan is written in advance and we cannot foresee educational opportunities. Will the next rain be a gentle one, barely wetting grass and stones, or will it be a blizzard with destructive winds—bringing into sharp focus all sorts of exciting learning concepts like heat, electricity, and transportation problems. A civil rights demonstration seen on TV or on the street may be of intense concern to the children. A teacher who keeps alert to their questioning faces and expressions of confusion may fit her plans for stories or discussions to the current situation often on a daily, even hourly, basis.

CREATIVE TEACHING IS SENSITIVE TO CHILDREN'S IMMEDIATE INTERESTS

Conversations about the concerns of this hour and this day are often the raw material from which a creative teaching plan grows. Children's immediate questions and problems must feed into the curriculum if the children are to enjoy learning, to remember what they have learned, to connect it with what they already know, and to want to learn still more.

Let's take some examples. One morning the teacher of the 4-year-olds discovered the two pet guinea pigs fiercely fighting. She separated them and gathered some interested children near her who asked, "Why are they fighting?" "Why do you think they might be fighting?" the teacher asked, and that question led to an important discussion about how children feel when they fight or are angry. Later the youngsters helped cleanse the scratched guinea pig and make a second cage to keep the two separate until they no longer provoked each other.

A newly-fashioned bird's nest was brought into the classroom by a 5-year-old on the same day another child arrived with a snail's shell. The children excitedly gathered around their teacher while she held both nest and shell in her hand, quietly and carefully observing them. Eventually, when the initial excitement had lessened, she said to no one in particular, "I wonder why a bird built this nest and the snail has a shell?" After a brief silence, an active discussion began which led in the next days to talk about homes, protection, materials, and temperature changes. Books and pictures on animals and shelter which the teacher borrowed that evening from the local library and had on the classroom book table the next morning contributed to the extension of the interest and knowledge.

CHILDREN LEARN MORE THAN WE BARGAIN FOR

In carrying out planned curricula, we have all experienced that simple, tragi-comic difference between what the teacher thinks she is getting across and what actually comes through to the children. For instance, a teacher takes her group of 5- and 6-year-olds to the park to observe how squirrels hide nuts for winter feeding. This fits into a larger conceptual scheme about animals' preparations for winter. The children, although instructed carefully and sensitively about what they will observe in the park are nonetheless—because they are 5—fascinated by walking to the park together in a group, by the passing cars, by the way teachers look in coats and scarves as contrasted with indoor garb, by people they see walking in the park, by a couple of toddlers who approach them, by the man who goes about with

a tool for picking up litter, by the dog who suddenly and dramatically chases a squirrel up a tree, by a man asleep on a park bench, by a policeman who appears in uniform.

The good teacher will seize upon the responses of the children to new stimuli—sensitive to the interests and opportunities for extending knowledge through discussion, books, dramatic social play, blockbuilding, etc. This sensitivity is the key to inspired and effective teaching.

When a teacher consistently demonstrates her interests in exploring ideas, thoughts, events, moments, the children eventually adopt the style. Perhaps a child's feeling for the learning process will be noted in the way he peers at a book or examines a seed through a magnifying glass or picks up nails with a magnet. He begins to realize the fun in discovery; he begins to feel that he is succeeding in this pursuit. The teacher has created a climate in which he participates in discovery, to find something not realized before—at his own pace, in his own style. He is recognizing himself as a learner.

WHEN DOES IT BEGIN?

Before discussing curriculum in terms of daily schedule, we would like to relate an actual anecdote to illustrate differing opinion about the use of play in ongoing Centers.

> A father took an hour off from his job one morning to visit his daughter Helen's pre-school Center. After having observed the program from 9:00 to 10:15, he asked the teachers, "Well, when does it begin?" Less experienced in child care than in his own work, he found it hard to comprehend that "it" had been going on ever since they'd arrived. "It" began when the school door opened that morning; it proceeded as the teacher greeted Helen warmly, spoke her name, attentively listened to what she told about her ride to school, guided her through a morning of childlike and challenging pursuits.
>
> Here is how she spent her time: she undertook and completed a 16-piece puzzle, built a delicately balanced block building with three friends, decided to wash the school's doll clothes and hang them up to dry, poured water thoughtfully in and out of a new measuring cup at the small sink, conversed with her teacher about the numbers on the side of the cup, climbed to the top of the indoor jungle gym and jumped off with a group of other children, crayoned and painted on large paper, returned to the block corner to assist in clean-up, before joining the children gathering for a story. But when Helen's father left, he was not sure—because he hadn't seen coloring books or ABC's or group recitation—just what his daughter was learning.

In spite of the fact that small children of comfortable circumstances continuously astound their parents with the achievements that they pack into their first five or six years, we

sometimes worriedly ask each other, "What good is just playing?" or "Don't they need to learn something?"—as if that weren't just what they'd been doing so effectively all along! We ask this of pre-primary teachers too, who are engaged in a curriculum which does not yet include the formal 3-R's. When we do so, we ignore the essential steps a child must take—perfecting shape-size discriminations, for example, or developing a rich spoken language, or refining hand movement and control, or learning to carry tasks through to completion—before he's ready to make full use of subject matter in the classroom. We worry especially about "filling the gaps" of disadvantaged children, forgetting that good play materials and sensitive adult guidance have always been our most powerful early educators, when brought together with a child's natural drive and sense of wonder.

A pre-school Center is a place, then, where children go to play, and where they learn chiefly through play activity, guided by adults who respond to children's interests and, through questions, answers and planned new experiences, extend those interests to wider learnings and new competencies.

THE IMPORTANCE OF MATERIALS

If play is the chief method used by the child to learn, and the response to the child and the extension of knowledge by the teacher is the chief directing force for that learning, then the things—shovels, ants under a stone, magnifying glasses, blocks, clay, a climbing tree, glasses filled with water giving off different sounds—of a child's environment are the chief building blocks of a foundation for learning.

Although a Center will take advantage of as many natural things as are available, it nevertheless will have to rely chiefly upon materials, tools, and toys which it collects for the children's use. Because school materials and toys are used so hard, they must be carefully chosen and sturdy. This is no place for flimsy or broken toys. Cardboard kitchen furniture or splintered blocks or scratched phonograph records or torn books or watery paints or incomplete puzzles have no place in a Children's Center. To use them is to settle for second-rate learning experiences for these youngsters.

VI SCHEDULES

Let us look at some schedules which teachers have worked out for the education of pre-school children, as they work and play with the basic tools just described.

There will be a period of activity, followed by a period of relative quiet. During the active period, (a) children choose what they will do and with whom they will play in a self-directed pattern; and (b) free time is balanced by teacher-directed activities such as finger-painting or a science project or care of a pet or a Lotto game.

Then during the middle period, the children take on a group look. They eat, listen to a story, and sing together. There is an expansiveness at the snack table which facilitates speech, the forming of friendships, and intellectual interaction.

The last period of a 3 hour session often is spent outdoors when weather permits. It is feasible to reverse this order, so that children can go outdoors at the beginning of the session and then spend their last hour or so in the indoor playroom. Where a well equipped playground is not available, the teacher can still use the out-of-doors for walks, organized games, visits and trips.

Blocks must be sanded, of various units and shapes, so that real building and construction can proceed.

Paints must be bright and fresh.

Handwork must be prepared from good materials.

Dolls must be washable and whole; they should represent different people. Doll clothes and dress-ups should be simple to manipulate, clean, whole, with adequate storage accessible to the children for getting them out and putting them away neatly.

Climbing and balancing equipment: no splinters; it should be sturdy and neither too babyish nor too high.

Sand: builder's sand is good; it should be clean but does not need to be expensive washed sand; it is best in large sandboxes with lots of durable buckets, large pots, scoops, and shovels in safe condition (no sharp edges or rusty and broken parts).

Hammers should be solid, saws sharp. Even skilled adults couldn't use the tools some schools give to children.

Story books must be chosen from store or library shelves by people who know lists for 3- to 6-year-olds and who will not be willing to settle for cheap or discarded books.

For indoor block building and dramatic play, accessories like dolls, small trucks, small telephones, and wooden figures of various kinds of workers are stimulating and will induce imaginative use. In general, however—and particularly for the playground—toys should be abstract: that is, they should look not too

literally like any specific object. For example, a plain varnished pine block holds interest longer than an alphabet or novelty block, because it suggests an infinite variety of ideas for construction. Hand puppets made by the children can be all the people they want, whereas a commercial Mickey Mouse restricts what can be done. Pieces of rope or hose make better tools and often lead to more productive dramatic play than a mechanical dancing bear, as mothers have always observed. A large crate can be a fire engine, but it can be a car, a dump truck, an airplane, a boat, a bulldozer, a cave, a fort, a bus—and so on and on. Children seem to behave at near-genius level when it comes to their use of "abstract" tools like sand or barrels or sturdy boxes.

They develop skills with these tools in gradual, step-by-step progressions—just as a baby turns over, creeps, pulls himself upright, and finally walks. They touch, look and listen; then they study, handle; then they take apart, assemble and discuss; then they make use of materials and ideas and hands in an infinite number of possible ways.

The point of all this is: when children have not had an opportunity to progress in these ways, with good tools, they are handicapped, disadvantaged, impoverished.

Those more fortunate children who have been given good tools and know-how, move right ahead when they start kindergarten and first grade. Our aim is to provide the materials and help needed, so that the children of poverty can also move right ahead in school.

Teachers of young children cannot stress enough their conviction that schedules must be flexible, not timed by the clock, but rather guided intuitively by how the children appear to be occupied, how they feel about it, and how deeply they are involved with their activities. If the active play is going deeply into some subject of fascination for most of the children, a flexible teacher will permit it to continue a little longer than usual; she can read a short story that day or limit music to just one or two songs. With that in mind, let us look at a schedule encompassing approximately 3 hours.

The 3-hour schedule permits placement in the morning, the afternoon, or even after supper. The latter would ordinarily be considered undesirable, but in some crowded neighborhoods where families are forced to stay out on the stoops of their houses until after midnight during the hot summer, experimentation by some Centers with an evening program might be appropriate. Involving neighborhood representatives in the planning of a Center's program would seem essential.

A 3-hour schedule permits at least two groups of children to use a facility each day. Also, if school buildings and busses are otherwise in use, a Center program which begins and ends at times when the busses are free may be able to use this transportation service. Even if transportation is no problem, the traditional nine-to-noon schedule may not be feasible.

A reasonable breakdown of a 3-hour schedule might be:

Work-Play Period	
Both planned and spontaneous activity	1-1½ hours
Quieter Group Activities	
Examples: washing and toileting, music, snack, story, rest	40-50 minutes
Outdoor Play	
Or in bad weather, gymnastics, circle games, dancing	30-50 minutes
Preparation for going home	10 minutes

Some teachers prefer a free and unstructured work-play period during that first hour or so indoors; others either begin or conclude the school with a brief, formal, table or singing-talking period. Particularly for disadvantaged children, a brief beginning period of looking at books or working on puzzles at the table while arrivals and greetings and taking off wraps are going on, has proved beneficial. The rationale for this would be that children who are not used to toys and large play space may need a short, teacher-organized group activity to help them start the day.

The rest period listed here under quiet group activities has become somewhat controversial among people who care for small children; it is included here because children from impoverished

backgrounds particularly, often become tired and indeed fall asleep occasionally during quiet moments of the day.

A word about the 10-minute period "preparation for going home"—this is the time for last-minute toileting and washing if necessary; pictures and books to carry home, notes to parents, and so forth, must be located and put into proper hands, just as the final getting into wraps may be going on. It should be very carefully planned, so that the end of each day does not become frantic or rushed. For those children who are ready first and bursting with energy, provision should be made for orderly play (gym equipment often works well here) so that these youngsters don't dash around losing their belongings and bothering children not yet dressed.

THE ALL-DAY SCHEDULE

For those Child Development Centers planning to operate an all-day-care program, the 3-hour schedule will be used, with additions both before and afterwards that emphasize a homelike and interesting flow of childlike activities. One schedule might be:

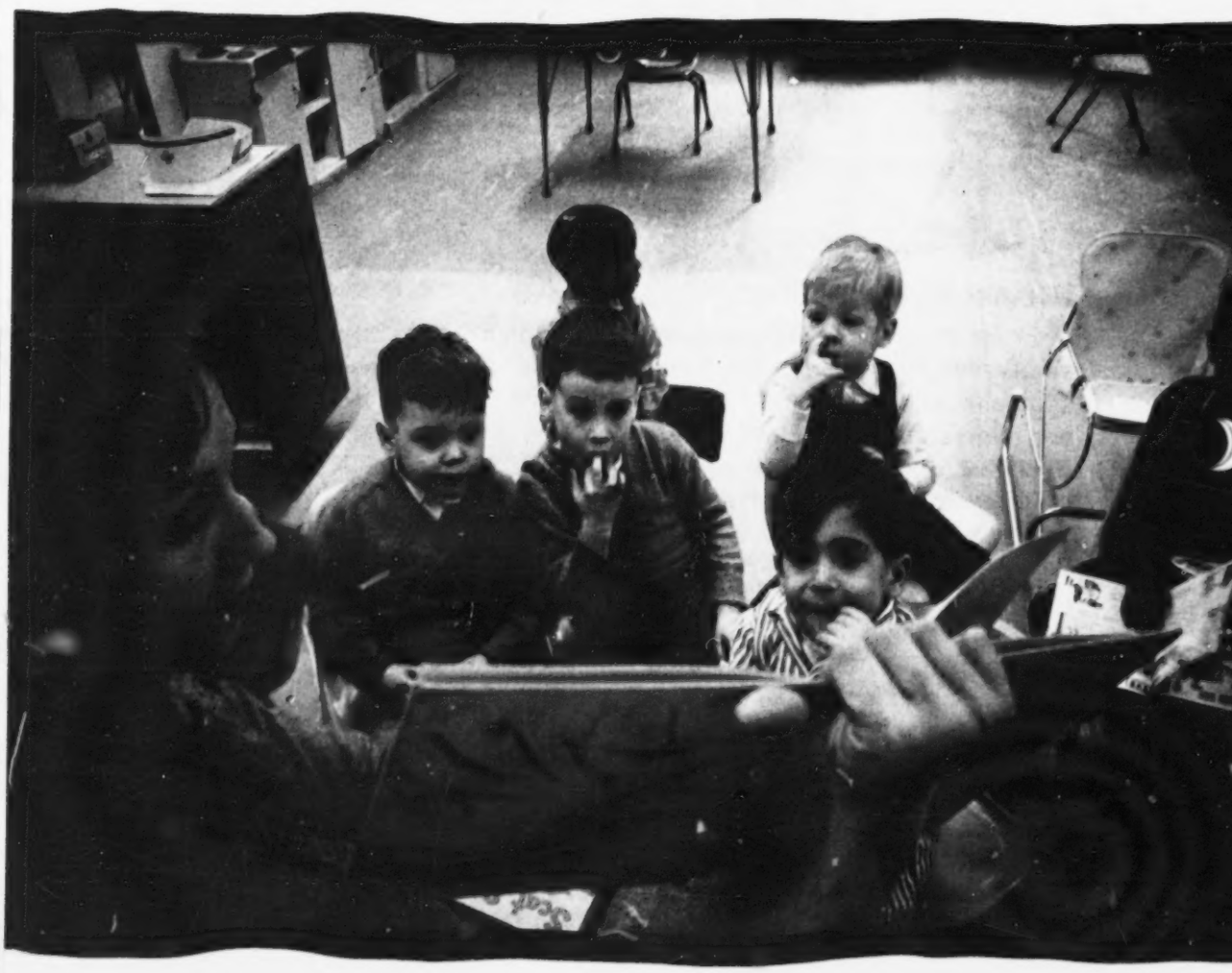
Breakfast, quiet play, listening to records, helping to get school ready	7:00 A.M.-9:00 A.M.
Core of 3-hour work-play schedule	9:00 A.M. to Noon
Luncheon	12:00 Noon-12:45 P.M.
Nap, rest or quiet time	1:00 P.M.-3:00 P.M.
Outdoor play. In case of bad weather, dancing, singing games, gymnastics; enriched with care of pets, trips, cooking projects, helping to close school for day.	3:00 P.M.-5:00 P.M.

The end of each long day must be particularly carefully planned as an enjoyable and challenging time with adults on hand, including those who have been brought into this late afternoon period from the community to enliven the program.

VII FOUR ASPECTS OF TEACHING

We have listed in earlier sections of this manual some of the special lacks of children from impoverished backgrounds as well as many of the general goals and aims of pre-school education. What does a teacher do in her class to help fill in the gaps and approach the goals? To explore some of the ways, we will talk about them under such headings as Language, Curiosity, Self-Image, and Discipline. Naturally there will be a great deal of overlap for each subject as teacher and class live together.

Everything in this section will be written in terms of "the teacher"—but it should be understood that her role, her impact, will in part be taken over by other adults (and sometimes by older youngsters as well) who are full-time aides or come regularly into the Center and who, under the guidance of the head teacher, will establish a significant relationship with one or more of the children.



Language: Disadvantaged children are often noticeably behind in language development. How does a teacher go about increasing verbal facility and listening skills?

Out of a secure relationship with the teacher can come a child's first step: one-to-one conversation. The teacher devotes her attention to the child, catching, as she is able, several opportunities each day. She invites him to talk, concentrates on any attempt at speech, picks up what the child says, responds to it, tries hard to understand, shows in every way how important the child's words and meaning are to her.

A child learns to talk effectively by being listened to—and then responded to—by a person he cares about. Once a start has been made, the teacher knows that further development will come from the general playtime each day; observation reveals that spontaneous play, particularly, facilitates the flow of words.

Specifically, children in ongoing Centers demonstrate:

that toy telephones can be talked into sometimes before a person can be spoken to directly;

that big hand puppets are easy and fun to talk to;

that word games prove effective—the teacher can chant at story time or snack time, "Let's say 'yellow Jello' " (or 'blue glue' or 'six sticks'). The children find this humorous and they can't resist chanting back;

that the teacher's saying or singing everybody's name when the group comes together is important; the children may just listen to the name game, at first, but later on they take over the game for themselves;

that certain activities especially evoke spoken language—such as playing in the doll corner, or riding in the rocking boat, or helping to care for the pets, or popping corn with the teacher.

The teacher realizes that even with signs of increasing articulateness around her it may be quite a while before her group as a whole will be ready to listen attentively to a story. She may build up to this achievement by letting everyone at times choose a book for himself to look at; another fine preparation for story time, when a Center first opens, is to show large pictures (about the sort of people and places with which the children are familiar) to the group and to converse with them about what they see in a picture. The need to clarify some pictures often opens up good conversation: "Is a dog really as big as a horse?" "Does the face on the moon really look like that?" Talking with individual children about pictures and books is very effective, and volunteers at the Centers do this particularly easily and well. Often, a book becomes precious to a child; a story comes through to him only after it is read to him alone. He may

become an avid listener to at least that story, following every word; later this newly-discovered pleasure can be transferred to other stories.

A note of caution. It is crucial to avoid saying or doing anything which inhibits children, even mildly, from talking. For example, you might inadvertently cause a child to retreat by telling him you can't hear, he'll have to speak up; or by telling him to pronounce his words more carefully; or by referring to an accent if he has one; or by laughing at something he meant not to be funny; or by being too busy to listen to him so that his message goes unsaid and unrealized. A skilled teacher can "listen" to several children at once, nodding and taking in as much as possible and communicating her interest to these several youngsters at once. Later on, after speech has become an everyday skill, she can make the point that she can only hear one at a time.

The teacher might well have her group story times with those children who are most interested and ready to listen. The group will gradually expand to include all or almost all of the children. Sometimes it seems best to plan two groups—one in which longer and more complex stories are read, and the other for children who do not yet respond very much to stories.

Once a teacher knows her children and feels that they are ready and have "jelled" as a group, she can, if plenty of assistance is available, take them on trips. Using well-planned excursions as well as carefully chosen slide-pictures and stories, she widens and fills in the children's environment which up to now may have been limited to their own homes. Thus she helps to add to their vocabulary.

A note about volunteers. It is hard to summarize the many ways volunteers from the community enrich pre-school programs. They function in a variety of ways, according to their personalities and backgrounds. Some are able to "tune in" to a shy child and help him feel strong enough to speak up and move about his environment. Other volunteers comprehend acting-out or aggressive children and are able to help them control their behavior, not with harsh methods, but by being particularly able to combine firmness with affection and by showing constant interest in the child.

Sometimes volunteers do not take active daily roles in the classroom but rather collect needed materials in the community. They find crates, and bits of fur or silks for doll clothes, and dress-ups in good condition, and soft wood scraps for the tool bench, and mirrors for the housekeeping corner. Still others offer their skills in sewing doll clothes or curtains, making flannel boards, showing slides to the children, taking them for walks, bringing magazine pictures in to mount on the walls or bulletin boards.

Whatever they bring to the Centers and however they are scheduled, they must be willing to seek and to accept direction from the teacher just as other assistants to the program do. They should be aided and supervised by a professional teacher or counselor. They may be included in staff meetings all or part of the time, so that they can follow the educational planning for, and progress of, the children with whom they work so diligently.

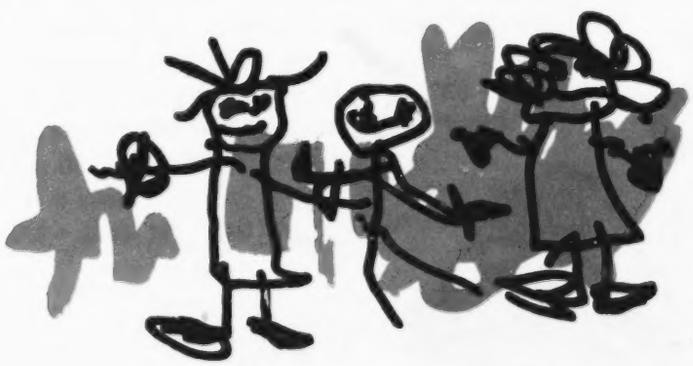
Because special events in trip-taking or cooking often are planned with a particular volunteer's help in the teacher's mind, substitutes should be available if the volunteer cannot meet her appointment.

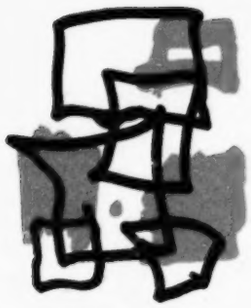
Curiosity: It appears lacking in some of these children who don't ask questions. How can we enliven and foster this natural quest for information which somehow has been stifled by impoverished background?

A good teacher thinks with a child. She watches and wonders—wonders what it is that he is thinking, deciding, discovering. She watches a boy gingerly try one block on top of another again and again. She may move next to him and say "You are trying hard to balance those blocks." Thus she finds ways to make comments or ask questions that invite and excite his interest.

Direct questioning, however, can be actually inhibiting. Teachers of young children have learned not to ask such direct questions as, "What are you painting?" Rather, a skilled teacher will stimulate a child's desire to ask questions subtly by musing aloud to herself: "I wonder how those blocks stay that way?" In another situation: "I wonder where the turtle got his shell?" "When do you suppose these seeds will grow into flowers?" "Does anyone know what makes that light bulb hot?" "Which is bigger, I wonder, an elephant or a dog?"

Children's eagerness to explore and find out develops when they feel secure at school, secure about the teacher's regard for them, about the program, and about their own behavior. Of course, each teacher uses lists of materials and curriculum plans to build a repertory of games, songs, and stories; in addition, she allows full exploration during the free play period, complete with touching, smelling, listening, looking, and with as much conversation as possible.





There are a seemingly endless array of games, exercises, and techniques for developing curiosity and cognitive knowledge. Here are a few ideas:

different sized boxes or bags filled with something—children guess what is inside;

discussion game of "what is the largest thing you can think of?—the smallest?"

"Please pick up three blocks";

"You have on two boots and one hat!"

children sit in a circle with eyes closed; one makes a sound and the others guess who;

"Can you think of something that is fuzzy?" "Stiff?" "Hard?" "Mushy?"

"How many streets do you cross on your way to the Center?"

"Is juice time or outdoor time longer?"

"Here we go across the street, and I see a sign that says Stop";

Use of cardboard, sandpaper, felt letters to manipulate;

"Let's find all the things in the room this magnet can pick up."

Self-Image: Children from disadvantaged families often seem to feel uncertain of who they are, what they look like, and how they fit into their world. How can the teacher help a child move along in the direction of more incisive self-definition, of greater confidence and self-esteem?

A young child becomes himself as he discovers, shapes, and sharpens his identity, as he sees himself reflected back by the people who care for him.

Mirrors are useful in school. They can show children, who may never have seen it before, their own physical likeness. Polaroid snapshots of Fred's block building can prove a most thrilling experience for him and for his family.

The most telling reflections, though, come from the "eyes" of the teacher. She can fashion them by a look, a touch, or a word. As a trusted teacher sees and mirrors back to him, so a child defines and redefines his feelings about himself with a multitude of new strengths and dimensions coming into focus.

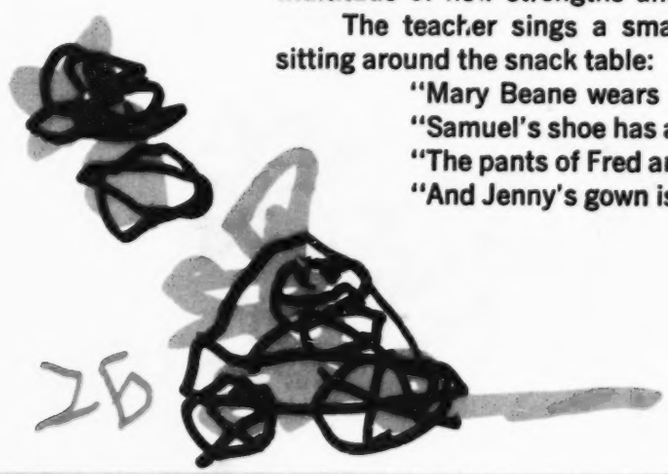
The teacher sings a small song to each of the children sitting around the snack table:

"Mary Beane wears some green";

"Samuel's shoe has a spot of blue";

"The pants of Fred are red";

"And Jenny's gown is brown."



What will the children get out of it? The catchy tune? Some will pick it up quickly. Colors? Perhaps. Rhyming? Not likely for a while. What matters is that Mary Beane, who speaks hardly a word in school, has a prominent place in her teacher's song. Maybe Samuel has to hunt carefully for that tiny spot of paint on his shoe, which he then proudly shows to the others. Perhaps, if she caught the words, Jenny looked down at her drab dress which now has been transformed by her teacher into a brown gown.

Above all, each child has been singled out in the group by the teacher, has been named and pictured to himself and to one another.

This would be only one simple way—a beginning. Mary Beane will become the girl who not only wore green, but who came to school with many-colored ribbons in her hair, who was the good-baby in Shirley's "pretend family," who picked up the song so very quickly and sang it softly for all the class, who could do one of the hardest puzzles, and who stuck her fingers in the clay one memorable day and, with only the slightest suggestion from the teacher, proceeded to make the imprint of her hand and then everybody else wanted to do it too, and they all let the clay hands dry and painted them and took them home.

Samuel, one day, lay on the floor dispiritedly; his teacher slid a long piece of newsprint paper under him and crayoned around him with a firm hand. When she finished and they held up the newsprint, there was a complete picture of Samuel! He asked to have it tacked up on the wall. Each day he crayoned in details new and important to him—one day he added green mittens, another day he painstakingly drew a watch on his wrist, another day he added four buttons to where his shirt would be.

Although the teacher constantly uses plain description and naming of children, primarily she works a mirroring transformation through success experiences. She gives praise and admiration freely and honestly for the smallest to the greatest achievement:

"What a high jumper you are, Stanley!"

"Alice knows her teachers' names."

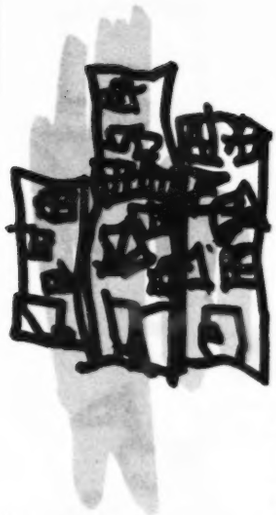
"Peter has built a bus depot of blocks that is taller than he is. We're going to try to save it until the end of the morning, so his mother can see it. Be careful of it, everyone."

"You waited very patiently, Nelson, for your turn with the magnifying glass."

"Your mosaic is all red and blue, Lila! I'll put your name on it and you can hang it up on the bulletin board."

"You finished that puzzle; I'm proud of you."

So it happens that a child can say, as a child indeed did say, to her teacher, "I did a good job, and I like myself."



Discipline: Children from deprived backgrounds sometimes have difficulty with authority; having to do what the teacher expects and what class discipline requires is incomprehensible to them at first; they may act impulsively and appear callous in the face of another's hurt or trouble. The teacher strives to further control of inner destructive impulses, to turn aggression into hard work, hitting to talking; she attempts to increase the children's understanding of the difference between feeling angry and acting angry, and to develop sympathy for the difficulties of others.

The climate of discipline that fosters learning can only be created if there are a small number of children for each adult, and if the total number in each group is kept small. To have any group larger than fifteen, and to have any less than two adults for fifteen children (a head teacher and an assistant teacher or aide) is to court disaster. Many administrators feel that having less than three adults invites bedlam on the one hand or rigid repression on the other. Weak and ineffective or repressive teaching multiplies in proportion to the size of the group and to the ratio of number of children to each adult.

Experience in ongoing Centers suggests strongly that a gradual start (a few children at a time) is necessary in order to establish the teacher as the authority-figure. This has been accomplished in as few as three days: five different children begin school each day; then, on the fourth day, everyone comes. One very experienced teacher said that she felt she was not "getting through" to the fifteen new 4-year-olds who showed up in an inner-city school on the first day; it was as if she "wasn't there." The following year she tried with great success the gradual admission just described.

Teachers in Centers have found that explicit directions and rules must be firmly and simply stated and followed from the very beginning. They rely on the most time-honored means: loving-care combined with clear-cut setting of limits. Love is essential, but it is not enough. The curbing and channeling of aggression is essential, but it is not enough. Only the two together will do, and they are really two sides of the same coin. The teacher, in effect, cares enough for the child not to let him damage himself or others through hurting or any form of clearly unacceptable behavior.

"Screaming is too loud for school."

"Ask Malcolm for the truck, Ted; don't grab it from him."

"Malcolm's not ready to give you a turn yet, Ted. We'll see if he's finished in a few minutes."

"You don't need to cry about it, Annette; you can tell Betty you don't want to be the baby. Maybe you could be the big sister."

"Water is kept in the basin; if it spills, you mop it up right away so no one will slip."

"Blocks are for building, not throwing, Leon. Here's a place for you to work with your blocks, right over here on the floor."

"In kindergarten, children put their work away before snack. Let's work together; you pick up the puzzle you dropped and I'll put this sewing away."

"It's OK to feel angry with me for stopping you, Didi. But I can't let you kick me. You can tell me you're mad at me."

Words are often insufficient in these situations. The teacher uses them along with the most telling language of all—"body language." With a hug, a fencing-in with the arms, a standing nearby, a lifting onto her lap, a taking of the hands, she "speaks" directly to the child.

The screamer may be carried quickly out of the room for a few minutes (accompanied, of course, by his teacher) before the class becomes nervous and restless.

Ted is helped to return the grabbed truck to Malcolm, the teacher staying close by (perhaps getting down onto Ted's level) while Ted asks for the truck. When Ted's request is refused, the teacher sees him to another activity before she leaves his side. Then she makes sure to follow up a little later on the truck Ted wanted and waited for.

Annette is comforted with a hand around her shoulders and helped to don a big-sister skirt and pocketbook.

The mop is put into the hand of the child who has spilled the water.

Leon is encircled by his teacher's arms and if it looks like he cannot stop throwing the blocks, he is led away to another part of the room.

These children are at home with "body language." They come into school using it more freely than words. Of course, one of the main changes we expect and work toward is the shift to verbal language. And as the weeks go by, the children will start to follow and enforce the rules of school independently, having taken them over for themselves from their teacher.

Many of the ways a teacher shows approval of a child were discussed in the section on Self-Image. Perhaps the most important manifestation of the affectionate side is basic respect for each child as an individual, even when he is not behaving well, and faith in his potential for growth.

VIII PROFESSIONAL DEVELOPMENT OF STAFF

RECORDS AND FORMS

One way to evaluate our procedures is for the teacher to keep records about the children. The writing down of impressions and anecdotes about youngsters at the Centers proves not only to be essential but also a lot of fun. Teachers need to recall what children do and say from day to day, but they find it impossible to keep this material fresh in their memories. They must write it down. A daily fifteen-minute period of recording data in the teacher's log on individual children, plus another five minutes for notes on general classroom observations after both morning and afternoon sessions will yield invaluable information for school records in September, for medical and other agencies involved in the Centers, and for final evaluation of Head Start procedures. Some teachers have found it most useful to keep several notebook pages—or a 5 x 8 file card—as a place to jot down anecdotes about each child.

In some communities, school forms for recording information about children will be distributed; in addition, social and medical agencies are a possible source of forms. In any event, whether or not forms are available, the teacher must carefully write her own story, each day, of what happened to whom, and how. Re-reading these "stories" later is a highly educational process which gives back to the staff many insights and serves to build up their skills with children.

REFINING TEACHING SKILLS—STAFF MEETINGS

The heart of the educational process, as we all realize, is the head teacher. It is on her sensitivity, knowledge, skill and strength that the program depends. She needs to be backed up by expeditious administration, aided by able assistants, and the size of her group has to be kept small.

All teachers become more proficient from attending workshops during which they talk over teaching techniques and problems with each other and with supervisors and other specialists. Teachers of pre-school children especially need this sort of ongoing discussion because so much of their curriculum is affected by raw behavior of young children and so much depends upon their knowledge and skill and insight as they interact with and assist the children.

Child Development Centers already in operation are scheduling regular staff meetings every week and in some cases every day. There are Centers which hold classes for the children four days a week and reserve the fifth week-day for inservice workshops. Other pre-school Centers operate mornings only and the staff meets in the afternoons. Still other schools hold class five days a week, both morning and afternoon, with staff meetings twice a week after school for about an hour.

Here are some ideas for planning these meetings:

films about nursery schools, day care centers, kindergartens;

talks and discussions by psychiatrists and psychologists;

teaching techniques explored by school supervisors, curriculum specialists, audio-visual personnel;

workshops on practical matters of children's art, music, science, cooking, carpentry, literature;

filling out forms about children, under supervision of educational specialists;

open-end discussion among all staff members of aims, problems, observations, ideals, practical tips.

IX PARTICIPATION BY PARENTS

Of course, parents will be welcomed into the program at every possible level—to visit, to participate, to contribute. If they come to value the school for the beneficial effects it has upon their child and if they show their child that they value him as a school child, then the program will have indeed made a significant impact upon the family.

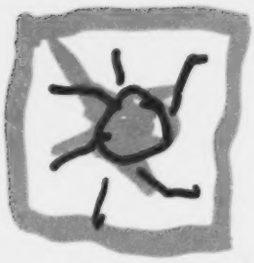
The parents' role in the Child Development Center and ways for interesting and involving the parents are discussed in a separate pamphlet.

X GIANT STEPS

If Project Head Start is to succeed—attempting as it is to give a boost so quickly to so many young children across the country—those responsible for translating it into reality in each community will need to guard against over-ambition, to prepare for some inevitable disappointments, and to set up their remarkable goals in modest fashion.

A child whose poverty-narrowed world has opened out to include a new place—his school—where he has found an adult outside his family circle whom he can trust, and through whom he has mastered some new skills, developed muscles further, explored materials never seen before, begun to use language for communication and pleasure, started to focus and appreciate his image of himself, sampled creative play with his classmates—this child has surely taken some giant steps.

The challenge to Head Start administrators and teachers is enormous. Let us begin with the best possible staff in well-organized and equipped space, with determination for caring-control of children from the start, a flexible schedule, a firm policy to stop, look and listen to the children—and with the help of their indomitable spirit and resiliency, we shall begin.



APPENDIX

FOR FURTHER READING

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